Jefferson Elementary

170 Flint Drive
Warrenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	560 Students	
Principal	Pamela J. Hart	803-593-7180
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

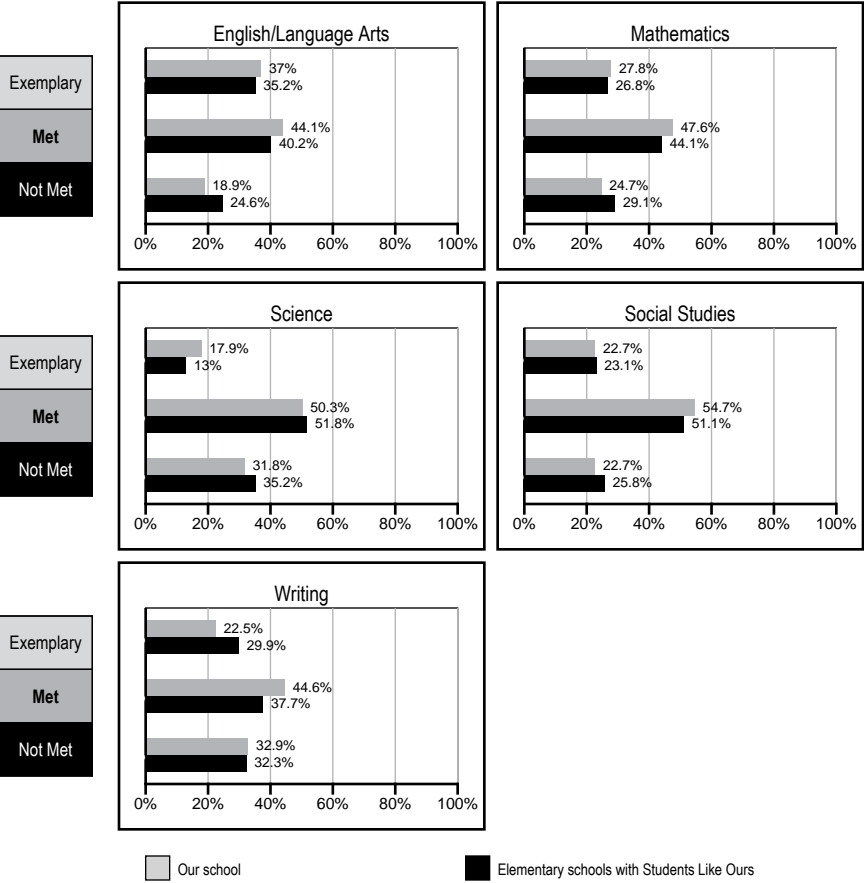| Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.7% |

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	20	85	8	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

Exemplary	37% / 35.2%
Met	44.1% / 40.2%
Not Met	18.9% / 24.6%

Mathematics

Exemplary	27.8% / 26.8%
Met	47.6% / 44.1%
Not Met	24.7% / 29.1%

Science

Exemplary	17.9% / 13%
Met	50.3% / 51.8%
Not Met	31.8% / 35.2%

Social Studies

Exemplary	22.7% / 23.1%
Met	54.7% / 51.1%
Not Met	22.7% / 25.8%

Writing

Exemplary	22.5% / 29.9%
Met	44.6% / 37.7%
Not Met	32.9% / 32.3%

■ Our school   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=560)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Down from 4.2%	2.2%	1.9%
Attendance rate	96.2%	Up from 96.1%	96.2%	96.3%
Eligible for gifted and talented	11.9%	Down from 12.3%	9.3%	10.0%
With disabilities other than speech	6.6%	Down from 7.5%	9.3%	7.7%
Older than usual for grade	1.6%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	52.6%	Up from 48.8%	59.7%	59.4%
Continuing contract teachers	73.7%	Down from 78.0%	82.9%	80.0%
Teachers with emergency or provisional certificates	2.7%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	86.5%	Up from 86.0%	87.4%	85.9%
Teacher attendance rate	93.4%	Down from 95.0%	95.1%	95.1%
Average teacher salary*	$46,578	Up 1.7%	$47,344	$47,149
Professional development days/teacher	12.8 days	Up from 11.1 days	11.5 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.5 to 1	19.0 to 1	18.8 to 1
Prime instructional time	87.3%	Down from 89.5%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	$6,830	Up 1.7%	$7,353	$7,458
Percent of expenditures for instruction**	71.7%	Up from 70.4%	67.9%	68.8%
Percent of expenditures for teacher salaries**	57.0%	Down from 67.2%	61.4%	63.2%

*   Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

In partnership with our community, the mission of Jefferson Elementary School is to provide all students with a safe, stimulating, child-centered environment that prepares them to become productive and contributing citizens in an ever-changing society. It is our objective that each student, faculty, and staff member at Jefferson Elementary be exposed to quality educational experiences that will ensure that they reach their maximum potential and become life-long learners.

Student achievement remained our top priority in the 2008-2009 school year. The Measures of Academic Progress (MAP) tests were administered to our first through fifth grade students in the fall, winter, and spring. Teachers used the diagnostic results of the tests in reading, math, and language to differentiate instruction for each student at his/her level. J Team, our after-school tutoring program, provided an opportunity for students to be taught in their areas of weakness by certified teachers on Tuesdays and Thursdays. In order to help students succeed in reading, we continued our Reading Intervention program for kindergarten through third grade students. Our students then demonstrated their love of literacy by reading approximately 46,000 books this year.

We believe children should be commended and recognized for their accomplishments. A school-wide awards ceremony was held at the end of each nine weeks recognizing students for attendance, honor roll, most improved, good manners, good behavior, good citizenship, most effort, and exceptional performance in art, physical education, music, and speech. Monthly, each homeroom teacher selected a Citizen of the Month who received a certificate and had his/her picture posted on a bulletin board. Teachers, staff members, and administrators communicated their approval of students' positive actions by issuing Eagle Tickets to them whenever they were caught doing the right thing. The Celebration of Character provided another opportunity for students to be commended for outstanding behavior. Students also enjoyed opportunities to participate in extra-curricular activities such as Drama Club, the annual talent show, Valentine Court, the Fall Carnival, Field Day, WJES (our morning television news show), Adopt a Highway, and the Ronald McDonald can tab program.

Parents were offered numerous opportunities to participate in school events and activities such as Open House, Family Reading Night, Family Math Night, the Fall Carnival, Sciencefest, Night of the Arts, the Holiday Shop, Valentine Court, and the Pro Kids Family Night. The Eagles' Tales, our parent newsletter, kept parents and community members up to date on school news and upcoming events. Our Family Handbook and our website, www.jeffersonelementaryschool.net, also helped to keep parents well informed.

Jefferson Elementary is a great place to be. In fact, we always say, "There's no place we'd rather be than Jefferson Elementary."

Eric Powell, SIC Chairperson
Pam Hart, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	75	62
Percent satisfied with learning environment	97.4%	93.2%	88.3%
Percent satisfied with social and physical environment	97.4%	87.8%	80.3%
Percent satisfied with school-home relations	94.7%	94.7%	85.2%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress | YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status | NI-DELAY

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	243	100	18.9	44.1	37	88.1	85.7	82.8	Yes	Yes
Gender										
Male	136	100	22.2	42.9	34.9	85.7	83.2	79.3	N/A	N/A
Female	107	100	14.9	45.5	39.6	91.1	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	170	100	14.3	44.7	41	92.5	90.8	89.5	Yes	Yes
African American	55	100	27.1	47.9	25	83.3	78.1	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	13	100	38.5	30.8	30.8	61.5	77.9	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	79.2	82.5	I/S	I/S
Disability Status										
Disabled	28	100	64	28	8	56	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	41.7	25	33.3	58.3	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	151	100	25.5	49.6	24.8	82.5	79.5	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	243	100	24.7	47.6	27.8	82.8	81.6	78.9	Yes	Yes
Gender										
Male	136	100	23	48.4	28.6	84.9	80.6	77	N/A	N/A
Female	107	100	26.7	46.5	26.7	80.2	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	170	100	20.5	46.6	32.9	87	87.6	87.2	Yes	Yes
African American	55	100	37.5	47.9	14.6	70.8	71.7	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	13	100	23.1	53.8	23.1	84.6	78.7	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	75	79.5	I/S	I/S
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	52	45.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	25	58.3	16.7	83.3	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	151	100	31.4	51.1	17.5	78.1	74.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	159	100	31.8	50.3	17.9	68.2	68.5	67.5
Gender								
Male	93	100	28.1	48.3	23.6	71.9	69.4	67
Female	66	100	37.1	53.2	9.7	62.9	67.6	68
Racial/Ethnic Group								
White	113	100	24.8	53.2	22	75.2	78.5	79.5
African American	34	100	53.3	40	6.7	46.7	52.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.2	71.2
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	37.5	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	61.3	59.6
Socio-Economic Status								
Subsized meals	97	100	43.3	50	6.7	56.7	56.9	55.1
Social Studies								
All Students	163	100	22.7	54.7	22.7	77.3	69	72.3
Gender								
Male	89	100	25.9	49.4	24.7	74.1	69.3	71.5
Female	74	100	18.8	60.9	20.3	81.2	68.8	73.2
Racial/Ethnic Group								
White	112	100	21	56.2	22.9	79	76.5	80.7
African American	39	100	24.2	51.5	24.2	75.8	56.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	72.2
Disability Status								
Disabled	16	100	53.8	38.5	7.7	46.2	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63.8	67.9
Socio-Economic Status								
Subsized meals	103	100	29.3	56.5	14.1	70.7	59	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	246	99.6	32.9	44.6	22.5	67.1	71.8	70.2	96.2	95.9
Gender										
Male	137	99.3	38	45	17.1	62	65.9	63.2	96.2	95.7
Female	109	100	26.5	44.1	29.4	73.5	78.1	77.5	96.2	96
Racial/Ethnic Group										
White	173	99.4	28	45.7	26.2	72	78.3	79.1	96.1	95.8
Africian American	55	100	46.9	38.8	14.3	53.1	61.4	57.6	96.6	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84	86.2	99.2	97.7
Hispanic	13	100	38.5	46.2	15.4	61.5	65.9	62.6	95.6	96.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60.9	68.7	98.9	96
Disability Status										
Disabled	29	100	N/AV	N/AV	N/AV	7.7	23	26.1	95.5	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	12	100	33.3	50	16.7	66.7	64.9	61.2	95.8	96.4
Socio-Economic Status										
Subsized meals	155	99.4	41.1	46.1	12.8	58.9	61.4	58.9	95.6	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
	English/Language Arts						
2009	3	82	100	19.7	36.8	43.4	80.3
	4	79	100	13.5	51.4	35.1	86.5
	5	82	100	23.4	44.2	32.5	76.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
	Mathematics						
2009	3	82	100	25	44.7	30.3	75
	4	79	100	12.2	59.5	28.4	87.8
	5	82	100	36.4	39	24.7	63.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
	Science						
2009	3	41	100	38.5	33.3	28.2	61.5
	4	79	100	21.6	63.5	14.9	78.4
	5	39	100	44.7	42.1	13.2	55.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
	Social Studies						
2009	3	41	100	18.9	51.4	29.7	81.1
	4	79	100	13.5	62.2	24.3	86.5
	5	43	100	43.6	43.6	12.8	56.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
	Writing						
2009	3	81	100	32.5	39	28.6	67.5
	4	84	98.8	31.2	51.9	16.9	68.8
	5	81	100	35.1	42.9	22.1	64.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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